

**OFFICE OF P-12 EDUCATION**

## **PROGRAM:** Academic Intervention Services

### **DESCRIPTION:**

The provision of academic intervention services (AIS) is intended to increase achievement for students who are struggling to meet the New York State Learning Standards, as evidenced by their performance on the State assessments in English language arts (ELA) and mathematics in grades three through eight (3-8). Funds to support in-depth professional development are available to nonpublic school teachers for the purpose of supporting their students' performance on the State-administered 3-8 assessments. Please note: Not all nonpublic schools in New York State offer the 3-8 State assessments to their students. ONLY those schools that do offer the assessments are eligible for AIS reimbursement, based upon the number of their students that do not achieve a level 3 or 4 on State proficiency exams.

The purpose of these AIS professional development funds is to raise the proficiency of nonpublic school teachers in specific techniques designed to support their students who are at-risk of not meeting the State standards in ELA and mathematics. Nonpublic schools who administer the 3-8 State assessments may seek reimbursement for the following professional development activities, subject to approval by the Department. The professional development activities or materials must be secular, neutral and non-ideological, and designed to assist students who are at-risk of not achieving State standards.

### **AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §

**State Regulation:** 8NYCRR Part

### **FUNDING SOURCE(S):**

State- \$0.922m

Federal-

Special Revenue-

Total- \$0.922m

**PROGRAM:** Advanced Courses Access

**DESCRIPTION:**

Grants shall be awarded to school districts with no or very limited advanced course offerings for students. Grants shall be awarded, based on a request for proposals developed by the commissioner of education and approved by the director of the budget, to school districts to establish advanced placement courses or other equally rigorous advanced courses in subjects including but not limited to English, history, science, mathematics, engineering, computer science, or world languages.

Grants from funds appropriated shall be awarded based on factors including, but not limited to, the following: (i) measures of school district need; (ii) the unavailability of current advanced course offerings; (iii) measures of the need of students to be served by the school district; and (iv) proposal quality. Grants may be used for teacher training and development, materials and supplies, or equipment and services for digital learning.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §

**State Regulation:** 8NYCRR Part

**FUNDING SOURCE(S):**

State- \$0.5m

Federal-

Special Revenue-

Total- \$0.5m

**PROGRAM:** Advanced Placement and International Baccalaureate Exam Fees for Low-Income Students

**DESCRIPTION:**

For services and expenses to subsidize the remaining cost of advanced placement and international baccalaureate exam fees for low-income students, as determined by free and reduced-price lunch eligibility, pursuant to a plan developed by the commissioner of education and approved by the director of the budget.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §

**State Regulation:** 8NYCRR Part

**FUNDING SOURCE(S):**

State- \$4m

Federal-

Special Revenue-

Total- \$4m

**PROGRAM:** Allowances to State-Supported Schools for the Blind, Deaf, Severely Physically Disabled and Severely Emotionally Disturbed

**DESCRIPTION:**

The allowances to 11 State-supported schools provide for the education of students who are deaf, blind, severely physically or emotionally disabled under §4201 of the Education Law and Chapter 1060 of the Laws of 1974. The State-supported schools receiving aid under this Program are:

Schools for the Deaf:

- Cleary School for the Deaf, Ronkonkoma (Suffolk County)
- Lexington School for the Deaf, New York (Queens)
- Mill Neck Manor School for the Deaf, Mill Neck (Nassau County)
- New York School for the Deaf, White Plains (Westchester County)
- Rochester School for the Deaf, Rochester (Monroe County)
- St. Francis DeSales School for the Deaf, New York (Brooklyn)
- St. Joseph's School for the Deaf, New York (Bronx)
- St. Mary's School for the Deaf, Buffalo (Erie County)

Schools for the Blind:

- New York Institute for Special Education, New York (Bronx)
- Lavelle School for the Blind, New York (Bronx)

Schools for Physically Disabled Children:

- Henry Viscardi School, Albertson (Nassau County)

Chapter 1066 of the Laws of 1974, which added §4204-a to the Education Law, provides for State reimbursement of tuition costs for the education of deaf infants below the age of three, and their parents attending programs approved by the Commissioner at various public and private facilities, including schools for the deaf listed in §4201 of the Education Law.

Chapter 58 of the laws of 2011 amended sections 4204, 4204-a, 4204-b and 4207 of the Education Law to require school districts, beginning with the 2011-12 school year, to pay tuition for the ten-month school year based on a per pupil charge to the §4201 schools in the first instance. The State reimburses a school district for the positive difference between its tuition payments and basic contribution. The State pays the §4201 schools directly for summer school special education programs, their ten-month school year deaf infant program, residential maintenance costs, and also any applicable Dormitory Authority debt service costs.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law Sections 4201 and 4204-a

**State Regulation:** 8NYCRR Part 200

**FUNDING SOURCE(S):**

State- 135.8m

Federal-

Special Revenue-

Total- \$135.8m

PROGRAM: Breakfast After the Bell

**DESCRIPTION:**

Section 2, Part B of Chapter 56 of the Laws of 2018 requires all public elementary or secondary schools with at least seventy percent or more of its students eligible for free or reduced –price meals under the National School Lunch Program are required to offer all students a school breakfast after the instructional day has begun, beginning in the 2018-2019 school year, and continuing every school year thereafter. This legislation is known as “Breakfast after the Bell.” The schools meeting 70 percent free and reduced-price are determined by the State Education Department (the Department) based upon data submitted through the basic educational data system (BEDS) from the prior school year, namely the 2016-2017 school year. Each public school required to implement Breakfast After the Bell shall consult with teachers, parents, students and members of the community to determine the breakfast service delivery model(s) that best suits its students. Service delivery models may include, but are not limited to, breakfast in the classroom, grab and go breakfast, and second chance breakfast, which would include breakfast served in the cafeteria. Time spent by students consuming breakfast in the classroom may be considered instructional time when instruction is being provided. Schools subject to this requirement shall provide notice to students' parents and guardians that the school will be offering breakfast to all students after the instructional day has begun. Any school identified pursuant to this section may annually apply to the commissioner of education for a waiver from establishing a school breakfast program after the instructional day has begun. Such waiver may be granted by the commissioner of education upon the school demonstrating:

- i. a lack of need for a school breakfast program after the instructional day has begun because of a successful existing breakfast program; or
- ii. providing a school breakfast program after the instructional day has begun would cause economic hardship for the school.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §

**State Regulation:** 8NYCRR Part

**FUNDING SOURCE(S):**

State- \$5m

Federal-

Special Revenue-

Total- \$5m

**PROGRAM:** Career and Technical Education Improvement Act (CTEIA) Criminal Offender

**DESCRIPTION:**

CTEIA Incarcerated Program grants and State set-asides are made available to provide occupational skills instruction and support services to individuals incarcerated or institutionalized in county and State correctional facilities. The purpose of the funding includes:

- The establishment and/or enhancement of career and technical education programs for inmates that lead to employment of high-wage, high-skill, high-wage, high-demand areas.
- The development on non-traditional career options.
- The development or enhancement of transitional services that lead to employment for inmates who are completing their sentences and are preparing for release.
- The improvement of equipment.

**AUTHORITY:**

**Federal Statute:** Carl D. Perkins CDEIA of 2006, PL 109-270, Title I, Part A for Incarcerated Programs

**Federal Regulation:**

**State Statute:** Education Law §3203(7)

**State Regulation:** 8NYCRR Part 118

**FUNDING SOURCE(S):**

State-

Federal- \$0.51m

Special Revenue-

Total- \$0.51m

**PROGRAM:** Career and Technical Education Improvement Act (CTEIA) Services for Nontraditional Activities

**DESCRIPTION:**

The New York State Project for Nontraditional Training and Employment works with agencies on meeting the Perkins IV accountability standards. The project provides statewide technical assistance for gender equity under Perkins IV. Services include:

- Equity Resource Library

Books, manuals and videos are available for free loan to administrators and educators involved in Perkins-funded projects throughout New York State. Our collection totals over 2,000 items. Bibliographies of relevant topics are also available.

- Web Site

The web site on Nontraditional Training and Employment provides up-to-date information on nontraditional careers and new and emerging careers, as well as strategies for recruiting, retaining and placing nontraditional students. The site allows access to and online ordering from the Resource Library database.

- State Development and Technical Assistance

Meeting the nontraditional performance indicators can be a complex and long-term process. Staff development is available to meet your current needs.

**AUTHORITY:**

**Federal Statute:** Carl D. Perkins Career and Technical Education Improvement Act (CTEIA) of 2006, PL 109-270

**Federal Regulation:** 34 CFR Parts 400 & 403

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-

Federal- \$0.15m

Special Revenue-

Total- \$0.15m



**PROGRAM:** Career and Technical Education Improvement Act (Perkins IV) Title I  
Basic Grants for Secondary and Adult Career and Technical Education Programs

**DESCRIPTION:**

Allocations are generated for all school districts and boards of cooperative educational services (BOCES) in the State for secondary career and technical education programs. School districts and BOCES that meet eligibility requirements for use of the funds may then apply for funds to support their career and technical education programs. Individual school districts unable to meet the eligibility requirements may elect to return the money to the Department or join together with other school districts to form a consortium that meets the eligibility requirements.

Potential Perkins IV allocations for adult career and technical education programs are generated for school districts and BOCES based on the number of students in career and technical education programs who are economically disadvantaged using federally approved criteria.

**AUTHORITY:**

**Federal Statute:** Carl D. Perkins Career and Technical Education Improvement Act of (CTEIA) of 2006, PL 109-270, Title I

**Federal Regulation:** 34 CFR Parts 400 & 403

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-

Federal- \$44.2m

Special Revenue-

Total- \$44.2m

## **PROGRAM:** Charter Schools

### **DESCRIPTION:**

- Federal Fund -- (Title V, Part B)

The purpose of the federal Charter Schools Program (CSP) is to expand the number of high-quality charter schools available to students across the nation by providing financial assistance for the planning, program design, and initial implementation of public charter schools, evaluation of the effects of charter schools, and dissemination of information about charter schools and successful practices in charter schools.

In New York, the Charter Schools Office in the Office of School Innovation makes funds available for charter school programs for planning and implementing grants to provide assistance to approved charter schools regarding the implementation of an approved charter. Funds are also available on a competitive basis for the dissemination of successful practices in charter schools.

- State Fund

The Charter Schools Stimulus Fund provides assistance to approved charter schools through a competitive RFP process. These funds are suballocated to SUNY, who makes the funds available for the expenses associated with the acquisition renovation or construction of school facilities. Funds are available only to schools in private, not public space.

### **AUTHORITY:**

**Federal Statute:** 84.282A Public Charter Schools

**Federal Regulation:** CFR Part XX, EDGAR as applicable

**State Statute:** Education Law Article 56; Finance Law §97-sss New Charter School Law

**State Regulation:**

### **FUNDING SOURCE(S):**

State-	\$4.8m
Federal-	\$9.8m
Special Revenue-	
Total-	\$14.6m

**PROGRAM:** Charter Schools Converted from Public Schools

**DESCRIPTION:**

The Education Law permits the conversion of an existing public school to a charter school. An application for such a conversion shall be submitted to, and may only be approved by, the board of education of a school district eligible for an apportionment of aid under subdivision four of section thirty-six hundred two of Chapter 56 of the Education Law, provided that a board of education shall not approve an application for a school to be operated outside the school district's geographic boundaries and further provided that in a city having a population of one million or more, the chancellor of any such city school district shall be the charter entity established by Education Law §2851. Pursuant to Education Law §2854(3)(b), school employees of a charter school that has been converted from an existing public school who are eligible for representation under article fourteen of the civil service law shall be deemed to be included within the negotiating unit containing like titles or positions, if any, for the school district in which such charter school is located and shall be subject to the collective bargaining agreement covering that school district negotiating unit; provided, however, that a majority of the members of a negotiating unit within a charter school may modify, in writing, a collective bargaining agreement for the purposes of employment in the charter school with the approval of the board of trustees of the charter school. As such, conversion charter schools are in the unique position of facing collective bargaining costs that are negotiated not by them but by their district of location and pension obligations that are externally set. This program was created to assist conversion charter schools address these externally determined costs that non-conversion charter schools do not incur and for which conversion charter schools receive no additional per pupil funding above and beyond what is allocated to all charter schools pursuant to Education Law §2856.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §

**State Regulation:** 8NYCRR Part

**FUNDING SOURCE(S):**

State- \$0.5m

Federal-

Special Revenue-

Total- \$0.5m

**PROGRAM:** Clinically Rich Intensive Teacher Institute Bilingual Extension and English to Speakers of Other Languages

**DESCRIPTION:**

For services and expenses of the clinically rich intensive teacher institute bilingual extension and English to speakers of other languages program

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §

**State Regulation:** 8NYCRR Part

**FUNDING SOURCE(S):**

State- \$0.77m

Federal-

Special Revenue-

Total- \$0.77m

**PROGRAM:** Community Schools

**DESCRIPTION:**

“Community Schools” are public schools that emphasize family engagement and are characterized by strong partnerships and additional supports for students and families designed to counter environmental factors that impede student achievement. Fundamentally, Community schools coordinate and maximize public, non-profit and private resources to deliver critical services to students and their families, thereby increasing student achievement and generating other positive outcomes. Eligible school districts target school buildings as ‘community hubs’ to deliver co-located or school-linked academic, health, mental health, nutrition, counseling, legal and/or other services to students and their families in a manner that will lead to improved educational and other outcomes.

This program reflects the recommendations of the *New NY Education Reform Commission* and is consistent with the New York State Board of Regents advocacy for establishing programs for students and families that provide academic enrichment activities along with a broad array of student and family development opportunities within their communities.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:**

**State Regulation:** Education Law § 3641 subdivision 6

**FUNDING SOURCE(S):**

State- \$15m

Federal-

Special Revenue-

Total- \$15m

**PROGRAM:** Community School Regional Technical Assistance Centers

**DESCRIPTION:**

Three regional Technical Assistance Centers will provide technical assistance to school districts establishing or operating Community Schools. The responsibilities of the TACs include statewide dissemination of information on effective and promising practices in the establishment and ongoing management of Community School strategies through professional development and technical assistance activities designed to:

1. Familiarize school personnel across New York State with Community School strategies;
2. Increase the knowledge and skills of school personnel and community partners to aid in the implementation, management, and sustainability of Community Schools;
3. Promote the establishment and development of Community Schools that incorporate the characteristics of Community Schools strategies listed above: a rigorous academic program with strong supports, a full range of school-based and school-linked programs and services, and partnerships that demonstrate collaboration with the local community;
4. Provide school districts with the tools necessary to design and implement needs/resource assessments that will provide the data necessary to effectively target Community School resources;
5. Increase statewide capacity to support effective Community School strategies; and
6. Identify and evaluate the school districts' needs within a region in order to provide tailored technical assistance and professional development.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §

**State Regulation:** 8NYCRR Part

**FUNDING SOURCE(S):**

State- \$1.2m

Federal-

Special Revenue-

Total- \$1.2m

**PROGRAM:** Deferred Action for Childhood Arrivals– (DACA)

**DESCRIPTION:**

This program allows undocumented youth who were brought to the United States as children and who meet certain criteria to be considered for work authorization and relief from deportation. Eligibility for this program applies to undocumented youth over the age of 15 and under 31 who had arrived in the US before they turned 16 and who have pursued or are pursuing education or military services. Young adults who achieve DACA status will be given temporary relief from the possibility of deportation and would be able to legally live and work in the United States.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-	\$1m
Federal-	
Special Revenue-	
Total-	\$1m

**PROGRAM:** Education of Children with Disabilities

**DESCRIPTION:**

§4410 Preschool Services

Under §4410 of Education Law, school districts are responsible for assuring the provision of special education services to eligible preschool children with disabilities (ages 3-4 years). Counties contract with approved programs and service providers selected by local boards of education and make 100 percent payment to providers. Pursuant to Chapter 642 of the Laws of 1996, counties are reimbursed by the State for 59.5 percent of the approved costs for services.

§4408 Summer School Services

Children with disabilities, ages 5-21 years, may receive special programs and/or services during July and August, if recommended by the Committee on Special Education. The county of residence is responsible for 10 percent of the cost and the local school district is responsible for 20 percent of the cost. The State Education Department is responsible for the remaining 70 percent of the cost. Costs incurred for services provided during July and August to children with disabilities in the State schools in Rome and Batavia and the State-supported §4201 schools are included. Also included in this account are payments for summer students who are placed in Office of Mental Health residential treatment facilities. Pursuant to Chapter 82 of the Laws of 1995, beginning in 1995-1996, no single payee may receive more than 45 percent of the appropriation for this Program. In addition, no payments will be made after July 1, 1996 based on a claim submitted later than three years after the end of the school year in which services were rendered except in cases where such payment is the result of a court order, judgment, or final audit.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law Sections 4408 and 4410

**State Regulation:** 8NYCRR Part 200

**FUNDING SOURCE(S):**

State- \$1,366m

Federal-

Special Revenue-

Total- \$1,366m



**PROGRAM:** English Language Learner Class Reduction Pilot Program

**DESCRIPTION:**

For an English Language Learner class reduction pilot program. Funds shall be used in New York City and the Hudson Valley for initiatives to decrease the size of ELL classes by encouraging more teachers to become dual certified in compliance with applicable law and regulations, as well as assisting teachers in learning the characteristics of ELLs, including the stages of language development, how these stages affect instruction, and approaches to differentiate content and language development for ELLs

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §

**State Regulation:** 8NYCRR Part

**FUNDING SOURCE(S):**

State- \$0.5

Federal-

Special Revenue-

Total- \$0.5m

**PROGRAM:** Expand Mental Health Services and Capacity of Community School Programs

**DESCRIPTION:**

Grants to school districts to allow community schools to expand mental health services and capacity of community school programs. Grants shall support inclusion of mental health activities in wrap-around services, improving school climate, combating bullying or school violence, and promotion of social-emotional learning. Grants shall be awarded to school districts for community schools identified by the commissioner of education as candidates for improving school climate or mental health supports, subject to the approval of the director of the budget.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §

**State Regulation:** 8NYCRR Part

**FUNDING SOURCE(S):**

State- \$0.25m

Federal-

Special Revenue-

Total- \$0.25m

**PROGRAM:** Extended Learning Time

**DESCRIPTION:**

The purpose of the Extended Learning Time (ELT) competitive grant program is to provide grants to school districts or school districts in collaboration with not-for-profit community-based organizations (CBOs) to increase school-wide learning opportunities in high-quality extended school day, school week and/or extended school year programs with a focus on improving academic achievement. School-wide extended learning requires a transformation and redesign of the school calendar for all students in the school. The intent of this program is to provide school districts the opportunity to transform and redesign the school day, week and year in order to better meet the needs of its students and school community and improve student achievement.

Extended school-wide learning time enables schools to provide students with more individualized instruction, more time for honing core academic skills, and more enrichment activities that make learning relevant and engaging. It also provides critical time for teachers to collaborate to improve instruction aligned to the Common Core State Standards. Schools that apply for the competitive grant program must agree to expand learning time by adding at least 25 percent more time to the academic calendar beyond the current schedule.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-	\$21.6m
Federal-	
Special Revenue-	
Total-	\$21.6m

**PROGRAM:** Extended School Day/School Violence Prevention Program (ESD/SVP)

**DESCRIPTION:**

ESD/SVP grant program will be awarding projects through public school districts, special act school and not for profit organizations collaborating with public school districts. Priority was given to applicants that included high-need public school districts as defined by districts ranked 1-4 on the Need/Resource Capacity Category Index, or have at least 50 Limited English Proficient (LEP) students. In order for an application to have received priority, at least 50% of the districts included in the application must have been on one of the priority lists.

The primary purpose of the ESD/SVP grant program is to provide a balance of academic enrichment and youth development activities. In addition, violence prevention strategies are utilized and implemented to assist in maintaining a positive school climate. Activities are provided during and after the school day. These activities may include; tutoring in areas of math, reading and science, recreation, student leadership development, peer intervention training, and conflict resolution programs.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Chapter 53 of the Laws of 2002

**State Regulation:**

**FUNDING SOURCE(S):**

State-	\$24.3m
Federal-	
Special Revenue-	
Total-	\$24.3m

**PROGRAM:** Full and Half Day Prekindergarten for 3 Year Old Children

**DESCRIPTION:**

The purpose of the Prekindergarten for Three-Year Old Students in High Need School Districts is to increase the availability of high quality prekindergarten placements for high need children and schools within New York State. The appropriation is for prekindergarten grants to establish new full-day prekindergarten placements, convert existing half-day placements to full-day, or create new half-day placements for three- year old students, and be designated for high need children in low wealth school districts.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:**

**State Regulation:** 8NYCRR Subpart

**FUNDING SOURCE(S):**

State- \$22m

Federal-

Special Revenue-

Total- \$22m

**PROGRAM:** Full and Half Day Prekindergarten for 3 and 4 Year Old Children

**DESCRIPTION:**

The purpose of the Expanded Prekindergarten for Three- and Four-Year Old Students in High Need School Districts is to increase the availability of high quality prekindergarten placements for high need children and schools within New York State. The appropriation is for prekindergarten grants to establish new full-day prekindergarten placements, convert existing half-day placements to full-day, or create new half-day placements for three- and/or four-year old students, and be designated for high need children in low wealth school districts.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:**

**State Regulation:** 8NYCRR Subpart

**FUNDING SOURCE(S):**

State-	\$30m
Federal-	
Special Revenue-	
Total-	\$30m

**PROGRAM:** Gang Prevention and Education Programs

**DESCRIPTION:**

For services and expenses of locally run gang prevention and education programs targeted to middle and high school students. Funds shall be used to provide in-school training and support to help students avoid gang recruitment, peer pressure, violence, and delinquent behavior.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §

**State Regulation:** 8NYCRR Part

**FUNDING SOURCE(S):**

State- \$0.5m

Federal-

Special Revenue-

Total- \$0.5m

**PROGRAM:** Health Education Program

**DESCRIPTION:**

Funds will support targeted health education, services and activities of the New York State Center for School Health (NYSCSH), NYS Office of Alcohol and Substance Abuse MOU (beginning 11/1/14), and Kaleida Health Contract (Buffalo).

These funds are available for health-related programs focused on increasing the capacity of school districts and buildings to coordinate their school health education programs, health policies and supportive services, while directly increasing their capacity to deliver comprehensive evidence-based health instruction and professional development. This will be accomplished in part by establishing a resource center to provide professional development and technical assistance to school health services and school health education staff. Such health-related programs include but are not limited to, those providing health instruction and supportive services in health education (misuse of alcohol, tobacco and other drugs), nutrition, physical activity/education, coordinated school health, and acquired immune deficiency syndrome education (AIDS).

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Chapter 53 of the Laws of 2005

**State Regulation:**

**FUNDING SOURCE(S):**

State-	\$0.691m
Federal-	
Special Revenue-	
Total-	\$0.691m



## **PROGRAM:** Individuals with Disabilities Education Act (IDEA)

### **DESCRIPTION:**

IDEA makes it possible for states and local educational agencies to receive federal funds to assist in the education of students with disabilities ages 3-21. In order to remain eligible for federal funds under the law, states must have policies and procedures in effect that comply with federal requirements including, but not limited to, policies and procedures that demonstrate:

1. All children and youth with disabilities, regardless of the severity of their disability, will receive a free appropriate public education at public expense.
2. Education of children and youth with disabilities will be based on a complete and individual evaluation and determination of eligibility.
3. An individualized education program is developed, reviewed and revised for every child or youth found eligible for special education.
4. To the maximum extent appropriate, all children and youth with disabilities will be educated in the least restrictive environment and a continuum of alternative placements will be available.
5. The rights of children with disabilities and their parents are protected through procedural safeguards.
6. Children suspected of having disabilities are located through child find procedures.
7. Confidentiality of personally identifiable information will be ensured and protected.
8. The State has appropriate professional requirements that establish suitable qualifications for personnel providing special education and related services.

The federal government allocates funds to New York State based on a census of children ages 3-21 in the State. A portion of the funds is allocated to schools based on the total school enrollment and the State's poverty rate.

Each year, special education services are provided to approximately 41,823 students with disabilities, ages 3-5 and 396,152 students with disabilities, ages 6-21. Federal discretionary dollars support initiatives such as statewide training and resources networks, parent centers, general oversight and monitoring activities, quality assurance and federal compliance.

### **AUTHORITY:**

**Federal Statute:** Individuals with Disabilities Education Act, Part B, 601-682, as amended, PL 108-446

**Federal Regulation:** Title 34 CFR 300

**State Statute:** Article 89, Article 81

**State Regulation:** 8NYCRR Parts 200 and 201

### **FUNDING SOURCE(S):**

State-

Federal- \$749.0m School Age (regular)

\$ 31.5m Preschool (regular)

Special Revenue-

Total- \$780.5m

**PROGRAM:** Math and Science High Schools

**DESCRIPTION:**

The Math Science High Schools program supports three distinct and unique math and science initiatives in the Rochester City School District - East High Optics Program, Tech Valley High School, and Bard High School-Early College. These focused initiatives provide promising innovative opportunities and approaches to learning in science, technology, mathematics, and engineering. These programs expose and promote access to STEM education that provides options and trajectories at the post-secondary level through multiple entry points into the STEM career and college pipeline.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §

**State Regulation:** 8NYCRR Part

**FUNDING SOURCE(S):**

State- \$1.38m

Federal-

Special Revenue-

Total- \$1.38m

**PROGRAM:** Mentoring and Tutoring

**DESCRIPTION:**

Hillside Work Scholarship Connection uses \$490,000 in funding from the New York State Department of Education to provide services to at-risk students in the Rochester City School District in our model program whose overachieving goal is student graduation. Our program also measures intermediate goals including:

1. Improve academic performance, as evidenced by increased promotion, sufficient credits earned and/or timely graduation
2. Improve attendance rates
3. Decrease the rate of disciplinary referrals, as evidenced by a decrease in suspensions
4. Increase the number of trained, job-ready students, as evidenced by active participation and completion of the Youth Employment Training Academy
5. Increase employment, as evidenced by the number of students placed at employment sites

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-	\$0.49m
Federal-	
Special Revenue-	
Total-	\$0.49m

**PROGRAM:** Migrant Education

**DESCRIPTION:**

Funds are used to meet the unique needs of migrant students during the summer and regular school year.

Educational and support services are provided to children of migrant workers whose schooling has been disrupted and who are failing or in danger of failing; preschool children who require services in areas of health, nutrition and early childhood to ensure that they enter school ready to learn; adolescents who require assistance in the areas of credit accrual, school-to-work and postsecondary school activities; to out-of-school migrant youth who require assistance in language development, employment opportunities and/or involvement in education settings; and to parents of all eligible migrant children.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Chapter 53 of the Laws of 2001

**State Regulation:**

**FUNDING SOURCE(S):**

State- \$89,000

Federal-

Special Revenue-

Total- \$89,000

## **PROGRAM: National School Lunch and Breakfast Programs**

### **DESCRIPTION:**

Public school districts, nonprofit, nonpublic schools and residential childcare institutions are eligible to participate in these Programs. Federal and State reimbursement is provided monthly for meals served to children that meet federal meal pattern requirements. The amount of reimbursement for each meal is based on the family's eligibility for free, reduced price or full priced meals, which is determined by an annually approved application, direct certification letter or computer match with the local Department of Social Services or the Office of Temporary and Disability Assistance. In addition, \$.2275 in donated foods is available per day per lunch to each school food authority.

- **School Breakfast Programs**

Chapter 537 of the Laws of 1976 mandated that school breakfast programs be instituted in all public schools in the City School Districts of Buffalo, New York City, Rochester, Syracuse and Yonkers.

Chapter 798 of the Laws of 1980 required funding levels of \$.11 for each free breakfast, \$.12 for each reduced price breakfast and \$.0025 for each full price breakfast. Chapter 53 of the Laws of 1988 raised the State subsidy an additional \$.05 for each reduced price breakfast to \$.17.

Chapter 798 of the Laws of 1980 also authorized the reimbursement of all approved costs exceeding revenues associated with the federal school breakfast programs to school districts during their first year of operation, payable in the following year ("full cost reimbursement").

Section 389 of Chapter 57 of the Laws of 1993 added a new Subdivision c to §1 of Chapter 537 of the Laws of 1976 to require school districts to establish school breakfast programs no later than September 1, 1993 in public elementary schools categorized as "severe need."

Chapters 614 and 615 of the Laws of 1993 further amended the provisions for mandated school breakfast programs by extending the requirements to all public "severe need" schools beginning September 1, 1994 and to all elementary schools that were in the National School Lunch Program on or after January 1, 1993 no later than September 1, 1995. Schools may obtain an annual exemption if they can document lack of need, economic hardship or other good cause.

- **National School Lunch Program**

The Omnibus Reconciliation Act of 1981 (PL 97-35) changed the State Revenue Matching Requirement for the National School Lunch Program. For each school year, beginning with school year 1981-1982, the State Revenue Matching Requirement is equal to 30 percent of all federal \$4 funds provided for reimbursement of lunches served to children in the school year 1980-1981, unless the \$4 funds in a succeeding year exceed the amounts paid in 1980-1981.

Projections for the breakfast and lunch programs will vary from year-to-year based on when holidays fall. Both the days of the week of the holidays and the fiscal year where Easter occurs affect how schools allocate vacation time, which in turn impacts on days of service.

**AUTHORITY:**

**Federal Statute:** National School Lunch Act, Child Nutrition

**Federal Regulation:** 7 CFR 210, 220, 245

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State- \$

Federal- \$

Special Revenue-

Total- \$825m

## **PROGRAM:** New York State Center for School Safety

### **DESCRIPTION:**

The New York State Center for School Safety is funded for the primary purpose to help make schools safer through its leadership that is consistent with the intent of the SAVE legislation. This includes the following:

- Review updated school safety plans and provides technical assistance and staff development to schools in helping them complete safety plans.
- Review updated school codes of conduct and provides technical assistance and staff development to schools in helping them complete the codes.
- Provide safety and crisis management technical assistance to schools upon request of the school and/or the Department.
- Conduct selected site reviews with SED staff for schools and charter schools designated as Persistently Dangerous (PD) as well as those identified for coordinated site visits.
- Provide technical assistance to school districts, including staff development on the reporting procedures for Violent And Disruptive Incident Reporting (VADIR), the Dignity for All legislation, and the use of VADIR and other student conduct data to develop safer learning environments.
- Inform practice through publication of online research briefs that reflect best practices in the field.
- Respond to crisis situations and provide technical assistance to school staff to handle situations relating to school safety.
- Respond to crisis calls from school staff and other providers.
- Maintain regular and consistent communication with the Department regarding school safety issues.
- Provide training and technical assistance to schools, under the direction of the State Education Department, on implementing the Safe Schools Against Violence in Education (SAVE) legislation and the Dignity for All legislation. Work collaboratively and cooperatively with the Student Support Services Regional Centers, the Statewide School Health Services Center and the Statewide Center for Student Support Services to review updated school safety plans and codes of conduct.
- Support corrective action plan development for Schools identified as “Persistently Dangerous.”

### **AUTHORITY:**

#### **Federal Statute:**

#### **Federal Regulation:**

**State Statute:** Safe Schools Against Violence Education Act Chapter 181, Laws of 2000

**State Regulation:** 8NYCRR 155.17; 100.2(L)(2); 100.2(dd); 100.2(gg)

### **FUNDING SOURCE(S):**

State- \$0.466m

Federal-

Special Revenue-

Total- \$0.466m

## **PROGRAM:** Nonpublic Mandated Services Aid

### **DESCRIPTION:**

Reimbursement of mandated services to nonpublic schools may be made for the actual costs related to complying with certain State mandates, if eligibility requirements are met. To be eligible for reimbursement, the school must:

- Provide instruction in all required subjects according to §3204 of the Education Law.
- Require pupils to attend full-time instruction according to §3205 of the Education Law.
- Not be the recipients of other State or local aid, directly or indirectly (e.g., tuition payments for the disabled).
- Be a not-for-profit institution.

The administrator should keep track of and be able to document the amount of time spent by faculty and staff in complying with State mandates. Expenses incurred in fulfilling mandates are reimbursable. These include, but are not limited to, the following activities:

- BEDS forms.
- Pupil attendance records.
- Elementary school tests.
- Regents Exams.
- Regents Competency Tests.
- Regents Scholarship applications.
- Registration of high schools.
- Graduation reports.
- Documentation of incorporation of home and career skills, technology education and library and information skills into other courses.
- Comprehensive School Improvement Plan (for schools identified by the Commissioner as having to develop a Plan).

### **AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Chapter 53 of the Laws of 2003

**State Regulation:** 8NYCRR Part 176

### **FUNDING SOURCE(S):**

State- \$186.4m

Federal-

Special Revenue-

Total- \$186.4m



## **PROGRAM:** Nonpublic School STEM Programs

### **DESCRIPTION:**

Education in Mathematics, Science, and Technology is a focus in schools nationwide. Such education provides students with opportunities for hands-on instruction and real-world problem solving, and it can lead to preparedness for careers in competitive fields. Funds to reimburse religious and independent schools for Mathematics, Science, and Technology teachers were appropriated in the 2017-2018 enacted State budget, and the program is governed by Section 3037 of Education Law, added by Chapter 59 of 2017 (<http://public.leginfo.state.ny.us/lawssrch.cgi?NVLWO>). Religious and independent schools that employ eligible teachers of Mathematics, Science, or Technology may seek reimbursement.

**Funding Eligibility:** An eligible teacher is:

- a) categorized as one of the following:
  - i. certified to teach in New York State pursuant to Section 3004 of Education Law (<http://public.leginfo.state.ny.us/lawssrch.cgi?NVLWO>); or
  - ii. holds a Master's degree or Ph.D. in Mathematics, Science, Technology, or Education; or
  - iii. holds a Bachelor's degree in Mathematics, Science, Technology, or Education and is currently enrolled in a Master's or Ph.D. program in Mathematics, Science, Technology, or Education within five (5) years from the later of April 10, 2017 or the employment start date with the nonpublic school;
- b) teaches Mathematics, Science, or Technology in any grades from three (3) through twelve (12) using curricula that support the New York State learning standards; and
- c) is employed by a nonpublic school.

### **AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §

**State Regulation:** 8NYCRR Part

### **FUNDING SOURCE(S):**

State- \$15m

Federal-

Special Revenue-

Total- \$15m

**PROGRAM:** Persistently Struggling Schools Grants

**DESCRIPTION:**

For community schools grants to school districts with schools designated by the commissioner of education pursuant to paragraphs a or b of subdivision 1 of section 211-f of the education law throughout the 2016-17 school year to support the operating and capital costs associated with the transformation of such schools into community hubs to deliver co-located or school-linked academic, health, mental health, nutrition, counseling, legal and/or other services to 16 students and their families, including but not limited to providing a community school site coordinator, improving parent engagement, providing early childhood education programs, offering professional development specific to the unique needs of students and their families enrolled in a community school, conducting community-wide needs assessments, creating a steering committee made up of various school and community stakeholders to provide feedback and guidance, and constructing or renovating spaces within such school buildings to serve as health suites, adult education spaces, guidance suites, resource rooms, remedial rooms, parent/community rooms, and career and technical education classrooms. Provided that such grants shall be awarded pursuant to a plan developed by the commissioner of education and approved by the director of the budget. Provided further the commissioner shall promulgate regulations that set forth the requirements for use of such grants including, but not limited to, requiring that such school districts demonstrate substantial parent, teacher, and community engagement in the planning, implementation and operation of a community school. Provided further that of the amount hereby appropriated, \$50,000,000 shall support such operating costs and \$25,000,000 shall support such capital costs.(re. \$75,000,000)

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §

**State Regulation:** 8NYCRR Part

**FUNDING SOURCE(S):**

State- \$

Federal-

Special Revenue-

Total- \$36m

**PROGRAM:** Postsecondary Education Aid for Native Americans

**DESCRIPTION:**

Education Law, §4118, provides funding for Native American students for attendance at approved, accredited institutions within New York State. Student aid is granted annually for up to four years to each Native American student who qualifies. Students enrolled in programs requiring five years to complete, for example, architecture, can be funded for five years. Student aid is granted for less than four years if the duration of the postsecondary program is less than four years. Eligible students must complete an application form and submit proof of tribal enrollment showing they are a tribal member or a child of an enrolled member, be a State resident, a high school graduate or GED recipient, and be accepted to an accredited New York State institution. Students must maintain at least a 2.0 semester grade point average in order to continue receiving aid. Aid provided is a grant available for students to use for any educational related expense. Approximately 300-400 students each semester are awarded this grant. All eligible students meeting application requirements and filing deadlines will be funded.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §4118

**State Regulation:**

**FUNDING SOURCE(S):**

State-	\$0.598m
Federal-	
Special Revenue-	
Total-	\$0.598m

**PROGRAM:** Removing Barriers to CTE Programs for ELL's and SWD Grant

**DESCRIPTION:**

Funding to provide Career and Technical Education (CTE) programs with support and resources to eliminate barriers to Students with Disabilities (SWD) and English Language Learners (ELL) participation in CTE programs and activities as well as promote gender diversity in non-traditional career paths.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State- \$1m

Federal-

Special Revenue-

Total- \$1m

**PROGRAM:** Say Yes to Education

**DESCRIPTION:**

Funds appropriated herein shall be available for educational services and expenses of the Syracuse city school district for the say yes to education program.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §

**State Regulation:** 8NYCRR Part

**FUNDING SOURCE(S):**

State- \$0.35m

Federal-

Special Revenue-

Total- \$0.35m

**PROGRAM:** School Lunch Programs That Have Purchased at Least 30% of Their Total Food Products from NYS Farmers, Growers, Producers, or Processors

**DESCRIPTION:**

Section 2, Part B of Chapter 56 of the Laws of 2018 provides that Notwithstanding any monetary limitations with respect to school lunch programs contained in any law or regulation, for school lunch meals served in the school year commencing July 1, 2019 and each July 1 thereafter, a school food authority shall be eligible for a lunch meal State subsidy of twenty-five cents, which shall include any annual State subsidy received by such school food authority under any other provision of State law, for any school lunch meal served by such school food authority; provided that the school food authority certifies to the State Education Department through the application that such food authority has purchased at least thirty percent of its total cost of food products for its school lunch service program from New York state farmers, growers, producers or processors in the preceding school year.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §

**State Regulation:** 8NYCRR Part

**FUNDING SOURCE(S):**

State- \$10m

Federal-

Special Revenue-

Total- \$10m

**PROGRAM:** Smart Start Computer Science

**DESCRIPTION:**

The Smart Start Grant program promotes the development, implementation, and sharing of innovative programs that provide professional development and support to increase expertise in Science, Technology, Engineering, and Mathematics (STEM) subject areas, including computer science, as well as educational technology among teachers in grades K-8, to allow such teachers to become in-house experts in the school and district.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §

**State Regulation:** 8NYCRR Part

**FUNDING SOURCE(S):**

State- \$6m

Federal-

Special Revenue-

Total- \$6m

**PROGRAM:** Special Milk Program

**DESCRIPTION:**

This Program is available to schools that do not participate in the National School Lunch and School Breakfast Programs and for children in half-day pre-kindergarten and half-day kindergarten classes that are in schools with the National School Lunch and School Breakfast Programs, but who do not have access to the programs. The federal subsidy, per 8 ounces of milk, keeps milk costs lower to families and helps farmers by encouraging the consumption of milk.

**AUTHORITY:**

**Federal Statute:** U.S. Child Nutrition Act PL 89-642

**Federal Regulation:** 7 CFR, Chapter II, Part 215

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-

Federal- \$0.57m

Special Revenue-

Total- \$0.57m



**PROGRAM:** State School Immunization Program (SSIP)

**DESCRIPTION:**

For additional mandated services and expenses of the costs of complying with the State School Immunization Program (SSIP) for the 2017-18 school year.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Education Law §

**State Regulation:** 8NYCRR Part

**FUNDING SOURCE(S):**

State- \$7m

Federal-

Special Revenue-

Total- \$7m

**PROGRAM:** Statewide Universal Full-Day Prekindergarten Program

**DESCRIPTION:**

The Statewide Universal Full-Day Prekindergarten Program (SUFDPK) was created by Chapter 53 of the Laws of 2014 and appropriated \$340 million for prekindergarten grants to incentivize and fund universal full-day prekindergarten programs in accordance with Section 3602-ee of the Education Law. Funding for this program is directly tied to the level of certification of the primary classroom teacher. A Request for Proposals (RFP) has been issued by the State Education Department and grant awards are expected to be made in late July. Program goals include creating high quality full day prekindergarten programs that assist children in developing language and communication skills; promoting early literacy skills and critical thinking; and fostering the requisite social and emotional development and motor skills necessary for school success. Additionally, the program is designed to assure that the prekindergarten content is aligned with the New York State Common Core Learning Standards and connected to the kindergarten and early elementary curricula. This is done through the use of The Prekindergarten Foundation for the Common Core.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Chapter 53 of the Laws of 2014 established SUFDPK; Section 3602(ee).

**State Regulation:**

**FUNDING SOURCE(S):**

State-	\$340m
Federal-	
Special Revenue-	
Total-	\$340m

**PROGRAM:** Summer Food Program

**DESCRIPTION:**

For the past twelve years, New York State has provided additional per meal reimbursement each spring to Summer Food Program sponsors. The reimbursement is for breakfasts, lunches, suppers and/or snacks for each meal that meets meal pattern requirements. In addition, camps and migrant sites receive only this State reimbursement for “fourth meal supplements” which are not eligible for federal reimbursement.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Chapter 53 of the Laws of 2004

**State Regulation:**

**FUNDING SOURCE(S):**

State-	\$3.049m
Federal-	
Special Revenue-	
Total-	\$3.049m

## **PROGRAM:** Summer Food Services Program (SFSP)

### **DESCRIPTION:**

On October 1, 1998, the New York State Education Department assumed responsibility for all schools and government entities in New York State participating in the SFSP. On October 1, 2002, the Education Department began administering the SFSP for sponsors that are private, nonprofit organizations and residential camps. The Child Nutrition Reauthorization Act of 2004 reauthorized funding for SFSP through fiscal year 2009. This was extended through 2010 and is currently available through December 5, 2010.

The SFSP provides nutritious meals for low-income children in the summer when school is not in session. The SFSP in New York State is the largest in the Country.

The 1996 Personal Responsibility and Work Opportunity Reconciliation Act, commonly called the Welfare Reform Act, reduced federal subsidies that sponsors receive for meals served and eliminated the federal subsidy for a fourth daily meal provided in summer camps and programs that primarily service migrant children. Since 1997, the New York State Legislature has appropriated \$3.3 million for SFSP sponsors every year to help offset the federal cuts in reimbursement. In 2008, the amount was reduced to 3,234,000. It was also reduced 1.1 percent for claims after September 16, 2010.

There is a growing concern that despite outreach initiatives, on average, only one in six children eligible for free and reduced priced meals during the school year participates in SFSP.

The State Education Department focuses its attention on increasing the number of sponsors and sites in both urban and rural areas to encourage increased participation by needy children throughout the State. The State Education Department also focuses on increasing the number of service days by existing sponsors. A variety of outreach initiatives including subway posters and public service announcements in English and Spanish are implemented. A variety of strategies are used to target low-income families to make them aware of the nutrition benefits available for their children so they return to school in September well-nourished and ready to learn.

### **AUTHORITY:**

**Federal Statute:** National School Lunch Act

**Federal Regulation:** 7 CFR 225

**State Statute:**

**State Regulation:**

### **FUNDING SOURCE(S):**

State-	\$
Federal-	\$
Special Revenue-	
Total-	\$52m

**PROGRAM:** Supportive Schools Grant Program

**DESCRIPTION:**

For services and expenses of the supportive schools grant program and technical assistance to promote safe and supportive school environments free from bullying, harassment, and discrimination. Up to \$300,000 of this appropriation shall be available for the New York center for school safety. A portion of this appropriation may be transferred to any other account within the state education department, as needed to accomplish the intent of this appropriation, provided further that up to five percent of the funds appropriated herein may be transferred to the credit of the state purposes account of the state education department to carry out the purposes of this appropriation.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:**

**State Regulation:** 8NYCRR

**FUNDING SOURCE(S):**

State- \$2m

Federal-

Special Revenue-

Total- \$2m

**PROGRAM:** Targeted Prekindergarten (TPK)

**DESCRIPTION:**

The Targeted Prekindergarten Program, formerly known as Experimental Prekindergarten, was established in 1966 to provide high quality preschool education to four-year old children from families who are economically disadvantaged. The goal is to prepare them for success in school. In 2006-2007, the Targeted Prekindergarten program was merged with the Universal Prekindergarten program. As a result, the only remaining Targeted Prekindergarten Programs are those operated by BOCES, which are not eligible to receive Universal Prekindergarten funds directly.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:**

**State Regulation:** 8NYCRR Subpart 151-2

**FUNDING SOURCE(S):**

State- \$1.3m

Federal-

Special Revenue-

Total- \$1.3m

## **PROGRAM: Teen Health Fund**

### **DESCRIPTION:**

Purpose: To continue building capacity of sustainable school and community infrastructures within a systematic process for improving health and academic outcomes, focusing on prevention education and activities of engagement, assessment, application, and evaluation. This broader goal is to be accomplished by providing education professionals responsible for coordinating and teaching health education, and pupil personnel service professionals working in the schools that support health education, with a framework of best-practices and evidence-based resources. These resources will focus on teen prevention education efforts related to tobacco, alcohol, other drugs, and obesity in support of decreasing health disorders. Participation and strengthening of ongoing school, community, stakeholder, and parent partnerships as well as initiatives will enhance continuity by bridging systems and building capacity for a sustainable infrastructure. Promoting health education prevention initiatives will facilitate improved outcomes for teens. Three local education agencies (LEAs) will be supported through the provision of information, technical assistance, and specific evidence-based resources to support building and sustaining purposeful results-driven collaborations and partnerships to decrease service gaps for teens.

Strategy: Expand into three LEAs the Positive Action (PA) evidence-based program (EBP). Research on this EBP has provided evidence of effectiveness in reducing the risk factors and increasing student outcomes. It is the intent to expand this type of evidence-based programming and include equivalent sequential programming by utilizing the Positive Action (PA) school curriculum. As an evidence-based program (EBP), PA offers lessons which boasts outcomes including, but not limited to, the following:

- Sample Short-Term Outcomes:
  - ✓ Increase in social-emotional mental health
  - ✓ Decreasing in problem and unhealthy behaviors
  - ✓ Improved decision making for healthy food choices
  - ✓ Increases in academic achievement
- Sample Long-Term Outcomes:
  - ✓ Decrease in substance abuse
  - ✓ Increases in healthy functioning (independent and family)
  - ✓ Decreases in absenteeism
  - ✓ Improvements in healthy family functioning

Additionally, the New York State Center for School Health will be providing technical assistance and educational resources to schools on menstruation to schools throughout NYS.

### **AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:**

**State Regulation:** 8NYCRR

### **FUNDING SOURCE(S):**

State- \$0.12m

Federal-

Special Revenue-

Total- \$0.12m

**PROGRAM:** The Children's Institute (formerly the Primary Mental Health Project)

**DESCRIPTION:**

The Children's Institute has developed and provided prevention-oriented programs based on sound research to children since 1957. Several structured prevention and early intervention programs are provided to students, including:

- Primary Project - A program developed for the early detection and prevention of school adjustment and learning problems in primary grade children.
- A.C.T.- For the Children (Assisting Children Through Transition) - An interdisciplinary parent education program designed to provide separating parents with information and skills to reduce the stress of family change and protect their children from ongoing conflict.
- Resiliency Program - A program that uses the results of research in factors affecting resiliency to address the needs of children placed at risk by their environment.
- Study Buddy Program - A program that pairs primary grade students for class work.
- Pre-K Preliminary Project - An extension of Primary Project that has been adopted for four-year-old children.

The Children's Institute has proven effective at both improving educational achievement and behavioral adjustment. Using a prevention-oriented approach, the Children's Institute emphasizes:

- A focus on young children before problems root.
- The provision of active screening to identify children experiencing significant early school adjustment problems.
- Services to identify children through the use of carefully selected, trained and supervised nonprofessional help agents.

**AUTHORITY:**

**Federal Statute:**

**Federal Regulation:**

**State Statute:** Chapter 53 of the Laws of 2002

**State Regulation:**

**FUNDING SOURCE(S):**

State-	\$0.89m
Federal-	
Special Revenue-	
Total-	\$0.89m



**PROGRAM:** Title I, Part A - Improving Basic Programs Operated by Local Education Agencies

**DESCRIPTION:**

The purpose of Title I, Part A of the Elementary and Secondary Education Act (ESEA) is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency in challenging State academic achievement standards and State academic assessments. It provides financial assistance through State education agencies to local educational agencies to meet the educational needs of children who are failing, or are most at risk of failing the State's challenging academic achievement standards and State academic assessments in schools with high concentrations of children from low-income families.

**AUTHORITY:**

**Federal Statute:** NCLB 2002 PL 107-110

**Federal Regulation:**

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-

Federal- \$1.08B

Special Revenue-

Total- \$1.08B

**PROGRAM:** Title I, Part A - School Improvement -Accountability

**DESCRIPTION:**

Title I School Improvement funds are to be used to support local educational agencies (LEAs) that:

- Serve the lowest achieving schools.
- Demonstrate the greatest need for such funding.
- Demonstrate the strongest commitment to ensuring that such funds are used to enable the lowest achieving schools to meet the progress goals in their school improvement plans.

A portion of the Title I allocation (4 percent) is set aside, as required by federal legislation, for this purpose in order to increase the opportunity for all students in such schools to meet New York State’s high content and student performance standards. The law further requires that the State education agency allocate funds to the LEAs for schools identified as Priority and Focus Schools.

The funding is for designated LEAs and schools to support the implementation of the goals identified in the required District Comprehensive Improvement Plans (DCIP) and School Comprehensive Education Plans (SCIP) under the Elementary and Secondary Education (ESEA) Act, §1116(b), as modified by the ESEA Flexibility Waiver (May 2012).

**AUTHORITY:**

**Federal Statute:** ESEA Act of 2001, PL 107-334, §Title I, 1003(a)

**Federal Regulation:** 34 CFR Parts 200, 201, 203, 205 and 212

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-	
Federal-	\$43.2m
Special Revenue-	
Total-	\$43.2m

**PROGRAM:** Title I, Part C - Education of Migratory Children

**DESCRIPTION:**

Funds are to be used to meet the unique needs of migrant students during the summer and regular school year.

Educational and support services are provided to children of migrant workers whose schooling has been disrupted and who are failing or in danger of failing; preschool children who require services in areas of health, nutrition and early childhood to ensure that they enter school ready to learn; adolescents who require assistance in the areas of credit accrual, school-to-work and postsecondary school activities; to out-of-school migrant youth who require assistance in language development, employment opportunities and/or involvement in education settings; and to parents of all eligible migrant children.

**AUTHORITY:**

**Federal Statute:** No Child Left Behind Act of 2001

**Federal Regulation:** Title 34 CFR

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-

Federal- \$9.6m

Special Revenue-

Total- \$9.6m

**PROGRAM:** Title I, Part D - Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk, Subpart I - State Agency Programs and Subpart 2 - Local Agency Programs

**DESCRIPTION:**

The purpose of §1401 is:

- To improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children in the State are expected to meet.
- To provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment.
- To prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth with a support system to ensure their continued education.

**AUTHORITY:**

**Federal Statute:** No Child Left Behind Act of 2001 PL 107-110

**Federal Regulation:**

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-

Federal- \$2.7m

Special Revenue-

Total- \$2.7m

**PROGRAM:** Title I, Part G Advance Placement Test Fee Program

**DESCRIPTION:**

The purposes of this part are —

1. to support local efforts to raise academic standards through advanced placement programs, and thus further increase the number of students who participate and succeed in advanced placement programs;
2. to encourage more students who take advanced placement courses each year but do not take advanced placement exams each year, to demonstrate their achievements through taking the exams;
3. to build on the many benefits of advanced placement programs for students, which benefits may include the acquisition of skills that are important to many employers, Scholastic Aptitude Test (SAT) scores that are 100 points above the national averages, and the achievement of better grades in secondary school and in college than the grades of students who have not participated in the programs;
4. to increase the availability and broaden the range of schools, including middle schools, that have advanced placement and pre-advanced placement programs;
5. to demonstrate that larger and more diverse groups of students can participate and succeed in advanced placement programs;
6. to provide greater access to advanced placement and pre-advanced placement courses and highly trained teachers for low-income and other disadvantaged students;
7. to provide access to advanced placement courses for secondary school students at schools that do not offer advanced placement programs, increase the rate at which secondary school students participate in advanced placement courses, and increase the numbers of students who receive advanced placement test scores for which college academic credit is awarded;
8. to increase the participation of low-income individuals in taking advanced placement tests through the payment or partial payment of the costs of the advanced placement test fees; and
9. to increase the number of individuals that achieve a baccalaureate or advanced degree, and to decrease the amount of time such individuals require attaining such degrees.

**AUTHORITY:**

**Federal Statute:** No Child Left Behind Act of 2001 PL 107-110, Sect 1702

**Federal Regulation:**

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-	
Federal-	\$2.9m
Special Revenue-	
Total-	\$2.9m

**PROGRAM:** Title I, Section 1003(g)

**DESCRIPTION:**

In April 2010, the United States Department of Education (USDE) awarded the New York State Education Department (SED) over \$308 million in School Improvement Grant (SIG) funds under Section 1003(g) to support dramatic school change efforts in New York’s Persistently Lowest Achieving (PLA) schools. In May of 2012, USDE approved SED’s Elementary and Secondary Education Act (ESEA) Flexibility Waiver. This waiver allowed SED to revise the state’s accountability system, replacing schools in improvement, corrective action, restructuring and persistently lowest achieving schools, with Focus Schools and Districts, and Priority Schools.

To be eligible for funding, districts and schools must identify and commit to implement one of four USDE prescribed intervention models in Priority Schools:

- Turnaround
- Restart
- Transformation
- School Closure

Districts that can demonstrate the ability to fully and effectively implement one or more of the school intervention models are awarded 1003(g) School Improvement implementation grants for three school years, in an amount of up to \$2 million per approved school, per school year.

More information on the intervention model requirements, as well as guidance on implementation, can be found at: <http://www.p12.nysed.gov/accountability/T1/titleia/sig1003g/home.html>.

**AUTHORITY:**

**Federal Statute:** No Child Left Behind Act of 2001 PL 107-110

**Federal Regulation:**

**State Statute:**

**State Regulation:** Commissioner’s Regulation 100.2(p)

**FUNDING SOURCE(S):**

State-	
Federal-	\$32.6m
Special Revenue-	
Total-	\$32.6m

**PROGRAM:** Title II, Part A - Teacher and Principal Training and Recruiting Fund (Formula)

**DESCRIPTION:**

The purposes of the Title II, Part A-Teacher and Principal Training and Recruiting Fund Program are to increase student achievement through intensive, sustained, and high quality teacher and principal professional development; to increase the recruitment and retention of highly qualified teachers in classrooms and highly qualified principal and assistant principals in schools; and to ensure that highly qualified and experienced teachers are equitably distributed to high poverty and minority students buildings, classrooms and districts across NYS (at rates equal to, or greater than, low-poverty and non-minority students).

**AUTHORITY:**

**Federal Statute:** No Child Left Behind Act PL 107-110

**Federal Regulation:**

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-

Federal- \$174.9m

Special Revenue-

Total- \$174.9m

**PROGRAM:** Title II, Part B - Mathematics and Science Partnerships

**DESCRIPTION:**

The Mathematics and Science Partnerships Program is intended to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. Partnerships between high-need school districts and the science, technology, engineering, and mathematics (STEM) faculty in institutions of higher education are at the core of these improvement efforts. Other partners include public charter schools or other public schools, businesses, and nonprofit or for-profit organizations concerned with mathematics and science education.

**AUTHORITY:**

**Federal Statute:** No Child Left Behind, Title II, Part B

**Federal Regulation:**

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-

Federal- \$7.9m

Special Revenue-

Total- \$7.9m



## **PROGRAM:** Title III Language Instruction for English Language Learners Students

### **DESCRIPTION:**

With the reauthorization of the Bilingual Education Act as Title III of the No Child Left Behind (NCLB) Act, federal bilingual funding has been converted from a direct competitive grant program to a State formula program. Funds are provided to states on a formula based on 80 percent on the number of English Language Learners) (ELLs) in the State and 20 percent on the number of immigrant children and youth in the State. NCLB Title III funds supplement local and State funds for bilingual education, and are intended to ensure that children and youth who are ELLs develop high levels of academic achievement and proficiency in the English language. Similarly, the program is designed to help these students meet the same challenging State academic standards as all children are expected to meet.

At the programmatic level, Title III funds are intended to supplement local and State funding of high-quality professional development for their instructional programs and teachers, so that they are better prepared to identify and address the needs of ELLs. This includes upgrading the qualifications and skills of non-certified educational personnel to enable them to meet high professional standards for education of these students. Professional development programs, as well as direct instructional programs for ELL students, must be based on scientifically based research that has proven to be effective in helping these students achieve at higher levels.

Funds are provided to local educational agencies (LEAs) to provide high-quality language instruction, educational programs, and high-quality professional development by carrying out one or more of the following activities:

- Language instruction programs and academic content instruction programs.
- Locally designed activities to expand or enhance existing language instruction educational programs and academic content instruction programs.
- Implementing, within an individual school, school-wide programs for restructuring, reforming, and upgrading academic content instruction.
- Implementing, within the entire LEAs, district wide programs for restructuring, reforming, and upgrading all relevant programs, activities and operations relating to language instruction, educational programs and academic content instruction.

NCLB Title III assessment and accountability requirements hold schools and districts accountable for achieving annual measurable objectives (AMAO's) for ELL students in attaining English proficiency. LEAs are required to provide informed parental notification (in the language that the parents understand) as to why their child is in need of placement in a specialized instruction program, and encourage parents to be active participants in their child's education.

LEAs are required to certify that all teachers in a language instruction program for LEP students are fluent in English and in any other language used by the program, including written and oral communication skills.

LEAs are required to develop a local plan that addresses the requirements of Title III and use funds to provide supplementary educational services to ELL students consistent with CR Part 154 of the Regulations of the Commissioner of Education.

LEAs experiencing unexpectedly large increases in the number of immigrant students are eligible for Title III Immigrant funds. In addition to assisting immigrant students to learn English and attain high academic achievement, funds under this section of Title III are intended to help these students successfully transition into American society. These funds may also be used to underwrite activities to help the parents of immigrant students become active participants in the education of their children. Additionally, these funds may also be used to support the provision of training to educational personnel targeted to meet the special needs of immigrant children and youth.

**AUTHORITY:**

**Federal Statute:** NCLB 2001, Title III, §3001

**Federal Regulation:**

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-

Federal- \$59.1m

Special Revenue-

Total- \$59.1m

**PROGRAM:** Title IV, Part B - 21st Century Community Learning Centers

**DESCRIPTION:**

The 21st Century Community Learning Centers Program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001. The purpose of this competitive grant Program is to create community learning centers that provide academic enrichment opportunities to students who attend high-poverty and low-performing schools so that they can meet State and local standards in core academic areas. In addition, these centers will offer a broad array of enrichment activities that can complement the regular academic program, and promote social and emotional development, as well as provide literacy and other educational services to families of students who participate in this Program. Services must be offered during non-school hours or periods when school is not in session, including before school, after school, evenings, weekends and during the summer, and during regular school hours.

**AUTHORITY:**

**Federal Statute:** No Child Left Behind Act PL 107-110, Title IV, Part B

**Federal Regulation:**

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-

Federal- \$83.1m

Special Revenue-

Total- \$83.1m

**PROGRAM:** Title VI, Part B, Subpart 2 - Rural and Low-Income School Program

**DESCRIPTION:**

The purpose is to improve student achievement. Funds may be used to support a variety of activities, including:

- Teacher recruitment and retention.
- Teacher professional development.
- Educational technology.
- Parental involvement activities.
- Title I School Improvement.
- Other activities authorized under Title I-Part A, Title III- Part A; Title IV-Part A.

**AUTHORITY:**

**Federal Statute:** No Child Left Behind PL 107-110

**Federal Regulation:**

**State Statute:**

**State Regulation:**

**FUNDING SOURCE(S):**

State-

Federal- \$1.9m

Special Revenue-

Total- \$1.9m

**PROGRAM:** Title X, Part C - Homeless Education

**DESCRIPTION:**

The purpose of the McKinney-Vento Education of Homeless Children and Youth Act is to ensure that all homeless children have equal access to the same free appropriate public education, including public preschool education, provided to children and youth who are permanently housed. The Education of Homeless Children and Youth program provides funds to school districts to develop and implement strategies and model programs which “facilitate the enrollment, attendance and success in school of homeless children and youth.” Funds may be used for educational services (including tutoring); expedited evaluations; awareness training; health services; excess cost of transportation; early childhood programs; record keeping; parent programs; coordinating services; violence prevention; providing supplies, services and learning environments at shelters and other temporary housing facilities.

**AUTHORITY:**

**Federal Statute:** No Child Left Behind Act of 2001, Title X, Part C

**Federal Regulation:**

**State Statute:** Education Law §§1502 and 3602

**State Regulation:**

**FUNDING SOURCE(S):**

State-

Federal- \$3.9m

Special Revenue-

Total- \$3.9m